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ABSTRACT

Guidelines are provided for parents, teachers, and administrators interested in implementing a volunteer program in classrooms or in an entire school system. This guide is divided into seven sections that deal with: (1) benefits derived from participation in a parent involvement program; (2) 10 points to consider in beginning a volunteer program; (3) implementing a volunteer program; (4) step-by-step guide for training volunteers to perform specific activities; (5) activities for parent volunteers, utilizing desirable teaching behaviors; (6) rewards/appreciation for volunteers; and (7) evaluation of program. The implementation section presents a flow chart, an objectives list, recruitment ideas as well as a plan of action, tips for beginning a parent volunteer program, a list of types of volunteers, and orientation and training ideas. Appended are guidelines for the role of a volunteer; viewpoints of volunteers, parents, and teachers; the dos and don'ts in a parent volunteer program; and a list of available pamphlets. (3 references) (SI)

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Volunteers

A HANDBOOK

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A HANDBOOK

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TABLE OF CONTENTS

Introduction ..... 1 - 2

Benefits Derived From Participation In A Parent Involvement Program..... 3

Ten Points To Consider In Beginning A Volunteer Program 4

Implementing A Volunteer Program

- Flow Chart 5
- Developing A Plan Of Action 6
- Tips In Beginning A Parent Volunteer Program 7
- Objectives ..... 7 - 8
- Recruitment ..... 9 - 10
- Types Of Volunteers ..... 10 - 11
- Orientation and Training ..... 11 - 12

Step-By-Step Guide For Training Volunteers To Perform Specific Activities ..... 12 - 19

Activities For Parent Volunteers Utilizing Desirable Teaching Behaviors ..... 20 - 27

Rewards/Appreciation For Volunteers 28

Evaluation Of Program ..... 28 - 29

Summary ..... 29 - 30

APPENDIX

A. The Role Of The Volunteer ..... 31 - 32
- Basic Guidelines For Volunteer 32
- Basic Qualifications For Volunteers 32

B. View Points (Doubts, Fears, Objectives, Concerns, Problems)
- Volunteer Viewpoint ..... 33 - 33
- Parents' Fears And Concerns 34
- Teachers' Fears And Concerns ..... 34 - 35

C. Do's And Don'ts In A Parent Volunteer Program ..... 36 - 42
160 Ways To Get Parents Involved ..... 43 - 50
Desirable Teaching Behaviors 51
Working With People 52
Volunteer Forms
Survey ..... 53 - 57
Evaluation 58
Monitoring 59
Monthly Record Of Volunteer Service ..... 60 - 61

Footnotes 62

Bibliography 63

INTRODUCTION

Because of the mounting evidence of the importance of the home to success of children in school, the time is ripe for teachers and administrators to take urgent measures toward strengthening their relationship with parents.

Parents are the main educators of their children. They are the first, longest, most continuous, most extensive, and most motivated teachers of their children. Research has shown that children do better when parents and teachers work together, respect, and trust each other and know what each is doing in the home and school to improve their lives.

The involvement of the child's family as an active participant in the educational process is critical to his/her success in life. "When home and school responsibilities are separated, the team approach is lost and sometimes the child is used as competitive proving ground" says Dr. Bronfenbremer of Cornell University.

Cooperation between parent and teacher can be effective if and only if there is a strong feeling of good will toward people and a willingness to help each other with problems.

The use of parents in the classroom is one of the most rewarding areas of community involvement for the individual teacher. When parents are invited to assist in the classroom, increased opportunity for professional guidance to students becomes available. Parents can relieve the teacher of many tasks that do not require professional attention. The teacher can then devote more time to planning, diagnosing the individual needs of students, and prescribing learning activities to meet these needs.

Parents also bring skills to their tasks that professional educators do not have. Perhaps more important than all other reasons is the positive effects volunteering can have on the parents' themselves. Their involvement builds self esteem for them as well as for their children. It also encourages a positive attitude about school for their children.

Parent involvement can: (1) permit more individual attention to the needs of the child and the family by better knowledge of the child and family, (2) soothe anxieties and fears parents may have about the well being of their child, (3) increase appreciation and understanding on the part of staff members for the concerns of parents, (4) improve parents skills as they acquire information and techniques that will benefit the child long after he/she has begun in school, (5) improve staff skills as they (teachers) learn from parents, (6) make better use of community resources by timely and appropriate referrals, and (7) provide the school system with more informed and effective parent educators that can support the program.

While recent estimates indicate that over half of the major school districts in the nation are implementing classroom volunteer programs, there is a lack of information on specific strategies for recruiting, training, and evaluating classroom volunteers. Furthermore, there seems to be no single pattern of activities in which volunteers may fill roles from the most menial to the most complex; often the volunteer is simply relegated to the "housekeeping task" which the teacher refers not to do. The data does show that volunteers are most effective when their training is systematic and structured.

This booklet is designed to provide guidelines for parents, teachers and administrators interested in implementing a volunteer program in classrooms or in an entire school system.

It should be noted that since each school or classroom will have varying needs to be met through its volunteer program, these suggestions may need modification. The final cost of implementing a volunteer program will be minimal; however, the benefits for everyone will be great.

BENEFITS DERIVED

FROM

PARTICIPATION IN THE PARENT INVOLVEMENT PROGRAM

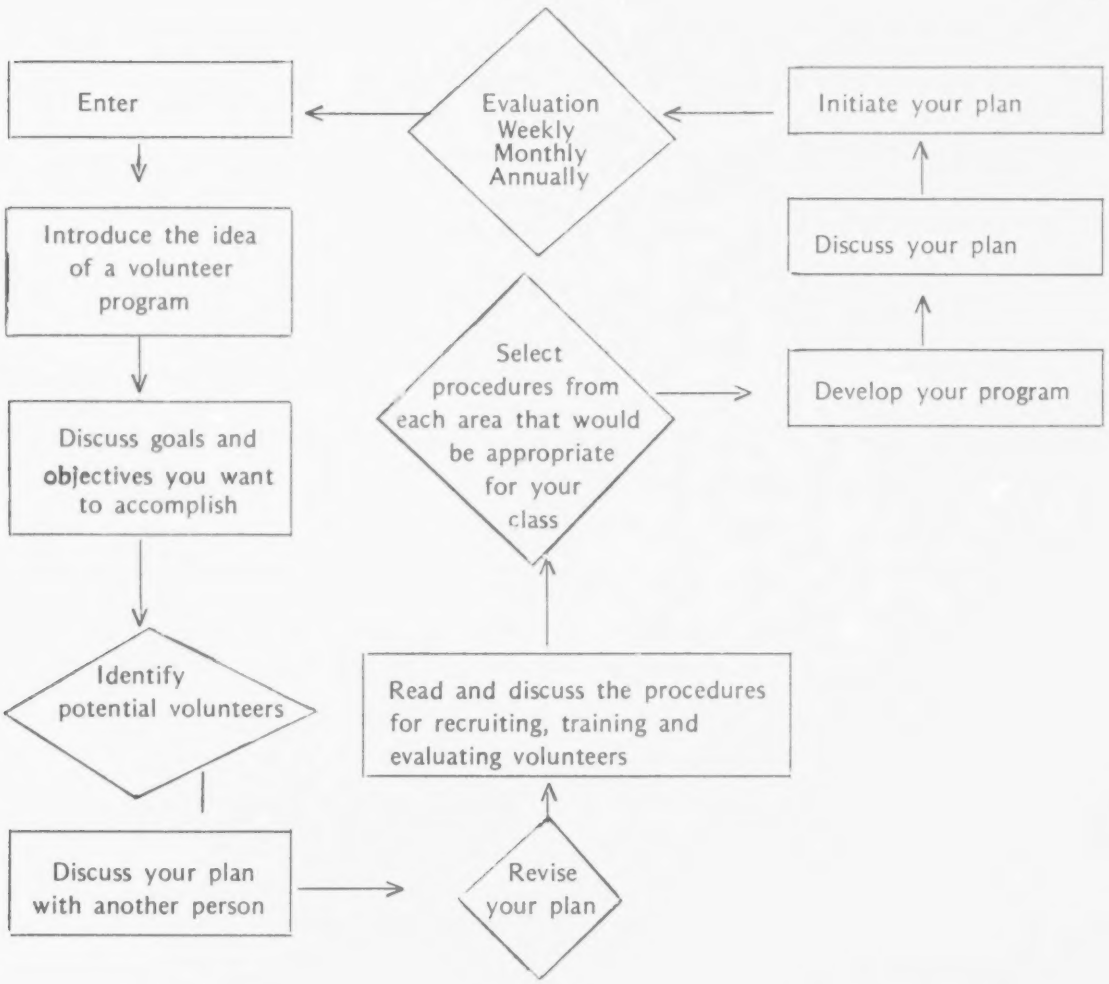
1. Parents will receive first hand information on instructional and other needs of children.
2. Parents will learn specific techniques for working with children involving the teaching-learning process.
3. A positive relationship will be developed between the home and school.
4. Parents will receive the opportunity to strengthen their teaching skills under the guidance of a classroom teacher.
5. Parents will become more aware of using home material as instructional aids.
6. Children, parents and teachers will have a closer working relationship.
7. Children will have a better chance to succeed because of the extended curriculum and the assistance of parent and community volunteers.
8. Parents will become more aware of school activities and other school functions.
9. Teachers will be able to better understand children by knowing about their background and the environment in which they live.
10. The total school–community relationship will be enhanced.

TEN POINTS TO CONSIDER IN BEGINNING A VOLUNTEER PROGRAM

1. What will the children in the classroom gain?
2. In what ways will the parents benefit?
3. What will be done to encourage volunteering?
4. What do you hope parents will contribute?
5. How can volunteering be incorporated into daily and long range plans?
6. How will interested parents receive orientation in "How To Be A Volunteer"?
7. How can the parent who "drops in unexpectedly" be planned for?
8. How can the total community be involved?
9. Will the program be flexible enough to include each parent who desires to help? (Home visits included)
10. How do you hope to foster good parent-teacher-school relationships?

IMPLEMENTING A VOLUNTEER PROGRAM

The flow chart or diagram shown below provides a visual representation of the procedures to be taken to initiate and implement a parent volunteer program in one classroom or all classroom within a school.


Enter
Introduce the idea of a volunteer program
Discuss goals and objectives you want to accomplish
Identify potential volunteers
Discuss your plan with another person
Revise your plan
Read and discuss the procedures for recruiting, training and evaluating volunteers
Select procedures from each area that would be appropriate for your class
Develop your program
Discuss your plan
Initiate your plan
Evaluation
Weekly
Monthly
Annually

DEVELOPING A PLAN OF ACTION

Thought Questions

1. Why do you want to implement a parent involvement program in your school?

2. What kind of parent involvement program would be most appropriate for your school considering available personnel and funds?

3. Who should be responsible for implementing this parent involvement program? What roles might principals and teachers have in the program?

4. When could the parent involvement program be implemented in your school? What is the timeline for evaluation and who does it?

5. Where should this parent involvement program be implemented – – – school? home? both?

6. How could this parent involvement program be evaluated?

7. What resources (both human and material) do you have in your community that would help you implement a parent involvement program in your school? (Please include local and state resources that are available).

8. What is the role of teachers and parents in designing a parent involvement program?

9. How do you convey your acceptance and get commitment from others that need to be involved?

Tips For Beginning A Parent Volunteer Program

1. A good beginning requires that the staff, as a group, consider their program and discuss ways of working with parents. One person cannot accomplish parent involvement. The staff as a group must share the commitment, so that parents do not get "mixed messages" from various staff members.

2. Parents must be given the opportunity to identify their areas of greatest need and interest. They may want specific information, involvement in classroom activities, or training in certain skills. Many people resist the checklist format. Informal meetings are likely to be the best approach.

3. Parents should be a part of the planning of any effective parent involvement program. Their varied interests, needs, and talents will help give them options in levels of involvement. Parent involvement in planning will provide greater support for the program as well as help to insure that it meets their needs.

4. After putting the plan into action, it is important that some immediate result be seen to reinforce the staff and parent commitment to the program.

5. Evaluation should be the first step. Parents should be involved in the evaluation, because they often will be more candid with one another than with staff members. Some sort of guideline should be provided, even if it is only a brief questionnaire.

Objectives

The objectives of the program will depend upon the needs of the school. Therefore, the objectives should show the approaches the program will take toward meeting the needs that have been established. The objectives would not suggest that the volunteers will be taking over the teacher's job or solve all the problems the school has failed to. All persons involved should agree with and support the objectives.

Suggested objectives formulated by the National School Volunteers Program which do not allow volunteers to take over the entire class:

1. To relieve the professional staff of non teaching duties.
2. To provide needed services to individual children to supplement the work of the classroom teacher.
3. To enrich the experiences of children beyond what is available in school.
4. To build better understanding of school problems among citizens and to stimulate widespread citizen support for public education.

Other Objectives May Be

For Parents

1. To give parents the opportunity to share more with their children.
2. To learn more about their educational system.
3. To learn to teach their children more effectively.
4. To contribute more to their community.

For The School

1. To obtain skills and services which might not otherwise be available due to financial limitations
2. To provide a continuous public relations feeder system from the school through the parent to the community to create greater understanding and support of educational needs and goals
3. To bring home and school together as a team; increasing the number of parents who volunteer and increasing frequency of their visits, and
4. To develop an environment that encourages friendly two way communication between home and school.

For Teachers

1. To receive many ideas for enriching the instructional program
2. To have more time to devote to the professional aspects of teaching
3. To have time to learn more about the individual child
4. To extend the school learnings into home activities
5. To provide an atmosphere in which parents, teachers, and children can learn from each other and
6. To give children an opportunity to perform successfully in school because of parent assistance in the classroom.

For Students

1. To build self-esteem in children
2. To encourage a positive attitude about school
3. To provide the opportunity for students to get individual assistance and
4. To provide the opportunity for student to be exposed to many different resources.

Recruitment

Many parents and other community resources may not feel capable enough to be classroom volunteers because of their own level of education or they have not been trained to work with children. It is very important to stress that everyone has something to offer a school or classroom, and to make each person feel comfortable enough to volunteer.

There are, however, certain methods that may be used to dig out those valuable resources in the gold mine of a community. Parents are a natural resource to be utilized as volunteers in the classroom. They can save the teacher valuable time which enables him/her to further individualize the curriculum to meet specific student needs.

When recruiting parents for a volunteer program, one should stress the benefits that they will reap by participating. Those parents who volunteer in their own child's classroom will be able to understand what his/her child is learning and why, while at the same time, the child's self-concept will be enhanced when his mother or father comes to school to help the teacher.

Other people in the community have a wealth of knowledge and experiences that would interest many children. Teachers may personally know someone who has traveled extensively, has an interesting job, or has an unusual talent who would like to come in and share his with the children. There are also adults who, although they may not have children in school, would still be interested in working with the children (i.e.: adults in the neighborhood or those in a foster grandparent program).

The next question is: How does one go about recruiting these potential volunteers? Personal contact through the teacher, teacher aides, principals, and the children is most often used and is an effective method of recruiting. The teacher might call potential volunteers, visit them, send them notes, ask the children to encourage their parents to volunteer, or ask those who are already volunteering if they know of any others who might be interested in donating some of their time to the school or classroom. Paraprofessionals, guidance counselors, and others who interact with parents can stress the importance and benefits of volunteers and

encourage participation. The following is a list of suggested methods for recruiting volunteers:

1. Ask, by telephone or in person, the potential volunteer to come to your classroom and share a specific experience.
2. Ask the potential volunteer to come to your room and assist in a particular study or help with a specific activity.
3. Invite (in writing or orally) a group of parents to come and assist you in a class project. Individual volunteers can grow out of this meeting.
4. Recruit the volunteer through friends, relatives, parent educators or through other volunteers.
5. Request assistance from community groups, churches, PTAs, service clubs or other organized groups.
6. Accept speaking engagements with appropriate groups and organizations and request help.
7. Place posters in public places such as: public libraries, banks, shopping malls, savings and loan companies, and courthouses.
8. Contact local news media and run appropriate articles. The articles should stress the benefits children could gain from this experience.
9. Where appropriate, students can be recruited through high school classes.
10. Develop a Community Resource File.

Recruiting can begin at any time; however, the beginning of the school year is a good time to find out what particular talents and interests parents have and also to get an idea of which parents would be interested in volunteering. A simple survey may be distributed to the parents and, when returned, kept on file so that any teacher who may be interested in that parent's services may contact him/her. It is important to try to make use of any volunteer services parents may suggest. A quick way to dissuade volunteers is not to take advantage of the assistance they have suggested.

Types of Volunteers

1. Parents or relatives
2. Business people
3. College students

4. Senior citizens
5. Retired teachers
6. Community people
   a. artists
   b. musicians
   c. writers
   d. firemen
   e. policemen
   f. others

Orientation And Training

Orientation

One of the most important training sessions is the orientation. This session will set the tone, establish the commitment, and create rapport. Even if this first session is a one-to-one situation, the following should be done:

- Explain general philosophy of the school and the classroom where the volunteer will be working.
- Explain school policies and guidelines, including dress codes, discipline techniques for in and out of the classroom.
- Explain specific procedures for fire drills, dismissal, and special activities (assemblies, lunchroom, movies, etc.)
- Tour the physical plant and classroom layout (learning centers, storage, materials). Provide a map if one is available.
- If a school handbook is available, provide the volunteer with a copy and spend time discussing the contents.
- Establish a schedule of days, times, and areas that the volunteer will be working, also a procedure to follow if the volunteer can not be there at the designated time or if the teacher has a change in plans and does not require the services of the volunteer on a particular day.
- Discuss the expectations of the volunteer and the teacher as they relate to the goals and objectives of the volunteer program.

Following the brief orientation session additional training sessions for volunteers should be conducted before they begin to participate in the classroom. The objective of these sessions (one or two) will be to get the volunteers to focus upon their particular strengths and to teach specific skills or provide information about the classroom. The sessions may be conducted with the assistance of more experienced volunteers once the program is established.

Suggested methods to use when training volunteers:

1. Hold a preservice orientation session, say from 9:30 to 10:00 a.m. in order to acquaint the volunteer with the policies of the school as well as general class rules. During this period the volunteer's specific objective and procedures for accomplishing the objective could be discussed. In addition, a tentative schedule for visits could be developed. It is suggested that the first orientation be conducted by the teacher; subsequent orientation or meetings can be delegated to the teacher or to another volunteer.

2. The training session should be designed on "How To" accomplish specific tasks or to help children develop specific skills. The teacher or her/his designated person should help the volunteer understand the concept of the activity, how to make it and how to use it with children. This training should occur before the volunteer is asked to work with the children.

3. Keep the training sessions practical and specific.

4. Consider the interest and ability of the volunteer when planning an orientation session.

5. Training sessions need not demand a high level of cognition.

6. When possible, the orientation and training sessions should be held in the classroom.

When planning a volunteer program the developers should build in time for effective training of participants. Training does not have to be highly structured or rigidly adhered to, but should be a process by which the volunteer knows what to do and the teacher knows the strengths of the volunteers. In other words, it is a process by which the educators and volunteers demonstrate open trust and communication.

The following is a step-by-step guide which might be used in training volunteers to perform specific activities. Role playing is an effective method to use when working with volunteers for the first time.

A. Activity: How to get a shy child to talk.

Method: A. Be friendly to the child by talking to him.

B. Ask him/her questions that require one word answers, i.e., "I like your beautiful dress. Do you?"

C. Begin to ask questions requiring more than one word answers, i.e., "Why do you or don't you like your dress?"

D. Take the child's responses to build on the conversation. You may want to share personal experiences with the child in between asking him questions.

B. Activity: How to motivate a child to read to you.

Method:

A. Choose a book that is of interest to the child.

B. Make the activity fun by playing a game with the child.

C. Start by reading one or two words of a sentence and letting the child read the next two words, and so on.

D. Keep score as to who reads the most words correctly.

E. Eventually, you may read a paragraph and the child will do the same.

F. Let the child become more motivated by allowing him to choose books that he would like to read. The key is: making reading fun.

C. Activity: Telling stories to children.

Method:

A. Choose a subject that is of interest to you or that pertains to your everyday life that you know would interest the children, i.e., your husband's occupation (if it is unique), a family experience or celebration, or a trip you've taken recently.

B. Construct simple visual aids such as pictures, maps, or posters that will make your story as realistic as possible.

C. When the story is interesting, the children will begin to ask questions. Take those questions as opportunities to elaborate on your story.

D. Activity: Encouraging children to talk through the use of stories.

Method:

A. Have children make their own book out of construction paper, wallpaper scraps, glue, masking tape, and cardboard.

B. Suggest that a child tell you a story. Then, write the story down for the child.

C. Reread the story with the child.

D. Encourage him to illustrate his story and put the story in his book.

E. For very young children, you can make a mimeographed book with pages that have open-ended sentences.

My name is _____ .

My favorite color is _____ .

I like to _____ .

E. Activity: Developing a Community Resource File to bring into the classroom. This is an activity to be done at home by the volunteer.

Method:

A. The volunteer will investigate perspective speakers for the classroom.

B. She will consult the directory to find specific interest topics, i.e., jewelry, looming, gardening, pets, etc.

C. Call these places and identify what is wanted.

D. What to say:

1. Identify yourself and who you represent (school).

2. State the purpose - would like to offer experiences to children to enhance and supplement the regular curriculum; would like to involve community members.

3. Suggest that their field seems to be of interest to children.

4. Ask if they would come to classes and talk about their interests - perhaps to demonstrate how they do "their thing".

5. Say that the teacher would contact them prior to presentation day.

6. Remind them that this information will be on file for teachers to refer to.

7. If the potential speaker-guest agrees, then request additional information.

   a. name of speaker

   b. business name

   c. topic of discussion

   d. address and phone

   e. how much notice prior to designated presentation date

8. Be sure to give a "thank you" for the cooperation of the person.

E. Put information on an index card and place card in file.

F. Activity: Developing a card file consisting of field trips in the community.

Method:

A. The volunteer will investigate various field trip experiences. Ideas can come from the yellow pages of the telephone book or from travel agency suggestions.

B. The volunteer will call local agencies to see if they permit classes to tour their businesses, etc.

C. Then develop a card file consisting of these places.

1. the cards will contain pertinent information:

   a. name of place and what might be seen

   b. address and location

c. who to contact and how far in advance before day of trip

d. phone number

D. The card file will be divided into sections according to categories:

1. museums, courthouses

2. dairies

3. parks, zoos, farms, aquariums

4. factories-car, jewelry, ice cream

5. theaters-plays, movies

6. hospitals

7. banks

8. libraries

G. Activity: How to show filmstrips and movies.

Method:

A. This is a two-hour instructional session guided by someone who is skilled in working with media equipment.

B. The volunteer will be instructed on the use of the filmstrip projector:

1. threading and using projector

2. using adaptor with slide projector carousel

C. The volunteer will be instructed on using the 16mm projector:

1. threading the machine

2. running the machine

3. rewinding the machine

D. Evaluation: The volunteer will demonstrate competency in using the filmstrip projector and 16mm projector:

H. Activity: How to use various media materials. This will give him/her the opportunity to use these materials with the children.

Method:

A. The volunteer will be instructed by someone competent in using media materials. It will be a two-hour instructional session.

B. The volunteer will learn to use the following materials:

1. color lift transparencies
2. thermofax transparencies
3. thermoxfax dittos
4. ditto machine
5. xerox machine
6. laminating
7. drymounting

C. Ways to use these new skills.

1. Laminating
   a. make flash cards for different activities
   b. activities for individual use
   c. save/preserve pictures done by children
   d. preserve teacher's materials for later use
2. Drymounting
   a. mount pictures for bulletin board
   b. mount magazine and book articles

3. Transparencies

   a. make them for teachers and volunteers to use with children

4. Dittos - Xerox

   a. make copies for children

   b. make copies for teachers to use with children

   c. make copies for volunteers' use

I. Activity: What to do with a small group of children outside of the class

Method:

A. Take a group of 5-8 children from the class. Arrange with the teacher for an appropriate time and place.

B. If there is a multi-purpose room, take the children there. If there is not, find a vacant room suitable for the activity you are planning to do.

C. Some suggestions for activities to do with the children are: cooking, playing games, seeing a film, working with a reading group, putting on a puppet show, art activities, musical activities using a record player or instruments from the school, dancing, crafts, etc.

D. Talk with the children upon completion of the activity so that they have an understanding of what they have done. You might even want to make a group booklet and illustrate what you have done; to share with the class.

E. Next time, take a different group of children and do a different activity with them so that they will have something new and exciting to share with the class.

J. Activity: Volunteers are needed to babysit with the children of volunteers in the classroom. The babysitter may choose to keep the children in her own home, in the home of the one who is volunteering in the classroom, or at school.

Method:

A. Locate volunteers by: making an announcement at PTA meetings, putting a sign-up list in the main office, contacting service organizations such as the Kiwanis, Shriner's Club, Council for Older Americans, etc.

B. When volunteers have been located, arrange for the baby-sitter to have a meeting with the mother who is volunteering in the classroom so that times and a place may be set up.

C. Keep a record of the volunteers who babysit, where they sit with the children; this is for the purpose of recruiting future babysitters.

K. Activity: How to arrange for a carpool system.

Method:

A. Put a sign-up sheet in the main office for volunteers to give their name, address, phone number, and the days and times they are free to transport people.

B. Take the list of names and group those people who live in the same area, those who will be working at the school at the same time, and those who have cars.

C. Set up the days that are convenient with the carpool drivers, make a schedule, and get in touch with the people who need rides.

LEARNING IS A SHARING EXPERIENCE

DESIRABLE TEACHING BEHAVIORS, Teaching strategies that are always considered in presenting home and classroom activities, are very important in the training of parent volunteers.

SHARING HOBBIES, SKILLS, OR TALENT

1. Practice your presentation beforehand.
2. Prepare an introduction to your presentation, so that the children know what to expect from what you are going to do. (DTB No. 1)
3. Have all material(s) ready before you begin.
4. Don't give material(s) to children until you are ready for them to begin.
5. Be sure the children are paying attention to you.
6. Be sure all the children can see what you are doing and can hear what you are saying.
7. Choose words and explanations they can understand.
8. Make your presentation not so fast that you lose their interest but not so slow that they are bored.

DTB No. 1 - BEFORE STARTING AN ACTIVITY, EXPLAIN WHAT YOU ARE GOING TO DO.

PLAYING GAMES WITH CHILDREN

1. Know the rules, so you can play the game well yourself.
2. Give the children a chance to touch and talk about the game material(s) before you even begin to teach the rules. (DTB No. 2)
3. Act as player in the game to help teach the rules.
4. After the children learn the game rules, turn the leadership over to a child.
5. Act as "the final authority" when there is a dispute.
6. Show that you are having fun, too.
7. Stop playing the game while interest is still high.
8. Have the children put the game away properly, checking to see that all parts are included.

DTB No. 2 - BEFORE STARTING AN ACTIVITY, GIVE THE LEARNER TIME TO FAMILIARIZE HIMSELF OR HERSELF WITH THE MATERIAL(S).

READING STORIES ALOUD TO CHILDREN

1. Prepare carefully by reading the story to yourself first.

2. Prepare an interesting introduction to the story. (e.g. "What do you think this story is about?") Plan to ask other questions that have more than one correct answer. (DTB No. 3)

3. Be sure the children are comfortable and ready to listen before you begin.

4. Plan how to place the pictures at the eye-level of the children.

5. Show the cover and read the title. Tell who the author of the book is.

6. Read the story through ... if there are unusual words that you think the children may not know, plan to discuss them either before or after the story.

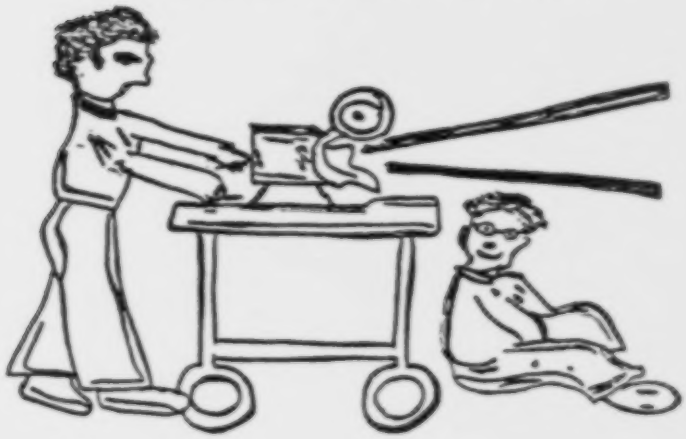
7. Try to show by your manner and voice that YOU love to read books.

8. Make your voice read with lots of expression and try out different tones.

9. Be a real ham. Children like variety. Discuss the story after you read it.

DTB No. 3 - ASK QUESTIONS WHICH HAVE MORE THAN ONE CORRECT ANSWER.

SHOWING FILM/FILMSTRIPS TO CHILDREN



1. If possible, preview the film yourself first or study any teacher's guide for it. You do this so that you:

    a. are prepared to answer any questions the children might ask.

    b. you have a chance to think through the kinds of questions you want to ask.

2. Explain what the film is about and pose a question that the children should be able to answer after having seen the film. (DTB No. 4)

3. Plan to explain any unusual words or concepts in the film either before or after showing the film.

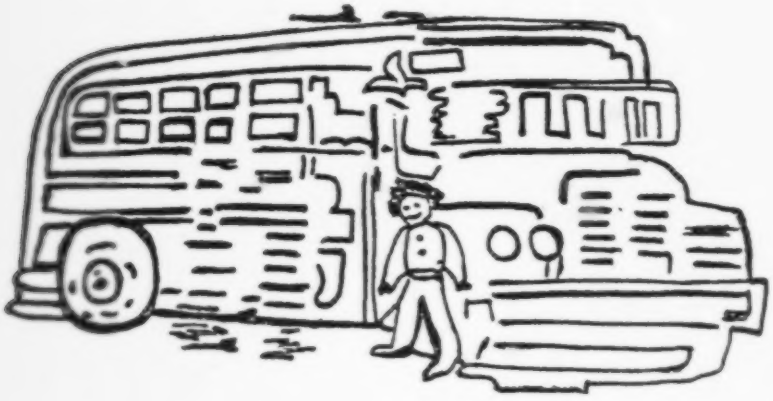
4. After showing the film, shut off the projector lamp but leave the fan running until the lamp cools. Do not rewind at this time.

5. Ask questions again that require more than one word answers. (e.g. Why did the hero do what he did?) (DTB No. 4)

6. Later rewind the film and put away the projector and screen.

DTB No. 4 - ASK QUESTIONS WHICH REQUIRE MULTIPLE-WORD ANSWERS.

HELPING WITH FIELD TRIPS



1. Familiarize yourself with the place to be visited and the kinds of things children might learn from the visit.

2. Discuss highlights of the fieldtrip with either the teacher or the parent educator. Try to be present when the teacher is planning with the class so that you're familiar with what the children are taught to look for.

3. Watch out for the safety of the children assigned to you.

4. Talk to the children about what they see, encourage them to ask questions. (Even a bus ride can be a learning experience). (DTB No. 6)

5. Please - no lost kiddies. Be sure you know the names of the children you're assigned; and that they know your name and that they should stay with you.

DTB No. 6 - GET THE LEARNER TO ASK QUESTIONS.

TUTORING INDIVIDUAL CHILDREN

1. Be there to help but don't be too quick to give the child the answers. (DTB No. 7)
2. Don't write corrections on the child's paper. Write on the blackboard or separate sheet of paper which will serve as a model for him to follow.
3. Don't make fun of his mistakes.
4. If he doesn't understand your first explanation, try explaining it a different way the second or third time.
5. Be patient with the child's efforts.
6. Encourage the child to keep trying.
7. Grade the child's paper only if directed to do so by the classroom teacher.
8. Speak to the child in a low voice. Remember others in the class are also working.
9. Sit physically close to the child you're working with.
10. Praise, don't berate, ridicule or criticize.

DTB No. 7 - GIVE THE LEARNER TIME TO THINK ABOUT THE PROBLEM; DON'T BE TOO QUICK TO HELP.

LISTENING TO CHILDREN READ ALOUD

1. Have the child read the selection to himself before having him read aloud.

2. If children are in a group, give everyone a turn and keep selection brief, so that children don't get bored.

3. Have the child find and read aloud a sentence that answers a specific question. If he makes a mistake, tell him so, but in a positive or neutral way. (DTB No. 10)

4. When a child comes to an unknown word, help him figure it out rather than telling him the word. (e.g. by having him sound out the word or using a word that fits in the sentence).

5. After the child has tried to figure out an unknown word, you may go ahead and tell him the word. (DTB No. 10)

6. Encourage the child to use expression.

7. Encourage the child to pay attention to all punctuation marks.

FREQUENT READING ERRORS

1. Skipping words
2. Adding words
3. Mis-pronouncing words
4. Not knowing a word
5. Guessing wrong

DTB No. 10 - LET THE LEARNER KNOW WHEN HIS ANSWER OR WORK IS WRONG, IN A POSITIVE OR NEUTRAL WAY.

Rewards/Appreciation

Schools should consider rewarding parents and other community members in some manner for the time that they have spent in the classroom. The following is a suggested list of methods for showing volunteers how much they are appreciated:

1. Certificates or plaques - These may be child or commercially made and given for a certain number of hours or days spent in the school.

2. "Volunteer of the Week" for your class or school - Put a picture of the volunteer in a central location for all to see.

3. Write-ups in school or local newspaper to give volunteers recognition - Your local newspaper would be glad to come to your school to take pictures.

4. Volunteer Recognition Day - This activity could be sponsored by the children in your classroom or by the entire school. You might have a luncheon reception for the volunteers.

5. Verbal thanks from the teacher to the volunteer - We all like to receive positive verbal reinforcement and praise from those with whom we work. Be sure to remind the volunteer of how much you and the teacher appreciate his/her time and effort. A little "thank you" will mean a lot to the volunteer.

Evaluation

Evaluation of the classroom volunteer program would be an ongoing process. Teachers, volunteers, and other classroom adults should be expected to make some assessment of the visit once it is completed. Making an assessment of the visit should be relatively easy if prior objectives are developed and understood by the volunteer as well as the teacher. Some volunteers might feel uncomfortable and not return if they are requested to complete a long narrative concerning the visit. However, a simple checklist, well constructed, could serve the same purpose. (See Appendix)

Ongoing evaluation as well as an annual assessment of the volunteer program should be developed in quantitative and qualitative terms. It should be written in easy-to-read form and shared with all the volunteers who participated. After the volunteer has performed the activity selected for a particular time, the activity evaluation can be turned in to the teacher afterwards. The teacher should be certain that the purpose of the assessment is to use the talents of the volunteers more effectively. The volunteer should not be asked to make a cognitive judgment about the children. If a volunteer states that he/she and the children enjoyed the activity, then the teacher should assume that the children were given the opportunity to enrich themselves.

Summary

An effective volunteer program can be organized and initiated in many schools today. Although teachers and volunteers are uncertain as to roles each should play when working in the classroom, orientation sessions serve to alleviate many of the concerns listed by each group. Volunteers return after the initial visit because they feel good about the contributions they can make and know the inservice training sessions will continue to help them be successful.

It is important to note that teachers' expectations of volunteers change when the talents of volunteers are matched with the needs of teachers. After a short period of time, the teacher and the volunteer develop a trust for each other providing a more relaxed atmosphere for each one.

A school volunteer program can be successful if it is coordinated and organized for continuity. Objectives should be developed and efforts should be made to reach them. It must be remembered that many volunteers are not professionally trained; a

self-development program should be made a part of the volunteer program to lend further assistance to the volunteers.

All efforts are worth the final outcome—that of a successful volunteer program to bring home, school, and community closer.

APPENDIX A

APPENDIX A

The Role of the Volunteer

In the initial planning stages, a careful description of the role of the volunteer should be developed to prevent any confusion once the program is under way. It must be made clear what the teacher's responsibilities are in relation to the volunteer. It is helpful to view the volunteers as a support system in the educational process. The National School Volunteer Program states the role of a volunteer as:

> A volunteer always works under the direction and supervision of a teacher or other members of the school staff. A volunteer is never expected to perform professional services. The teacher is always responsible for content and techniques.[1]

The American Federation of Teachers has also issued a policy statement addressing the role of the volunteer:

> There is a place for lay volunteer assistance within the school setting... but the use of these volunteers must be restricted to those activities approved by the teacher, and under no circumstances must a teacher be forced to use or supervise a lay person... the direction, control, and responsibility for the educational process must rest firmly with the teacher.[2]

In a handbook for volunteers, the U.S. Office of Education set up seven principles to draw the line between volunteers and professional personnel:

1. DIAGNOSING of student needs is a professional task.
2. PRESCRIBING instructional programs is a professional task.
3. SELECTING appropriate materials is a professional task.
4. PRESENTING or teaching content is a professional task.
5. COUNSELING with students is a professional task.
6. EVALUATING student progress and achievement is a professional task.
7. INITIATING or determining the why, the how, the where, and the when are professional tasks.[3]

The USOE Handbook provided some latitude to the above principles by the statement,

"Depending on his skill, abilities, training, and interest, the school volunteer may be called upon to perform more complex tasks related to the reinforcement of instruction."[4]

The planning process should include the development of written role descriptions, specific duties, training requirements and time lines to assist the volunteer and teacher in avoiding confusion during the initial stages of involvement. Training sessions should include the teacher and the volunteers together. These training sessions must be based on the needs identified by the teacher and allow for different entry level skills of the volunteers.

Basic Guidelines for Parent Volunteers

Respect school policies
Give children appropriate encouragement
Discipline is the teacher's responsibility
Follow education's code of ethics
Avoid evaluating children
Get to know the children
Give deserved praise
Provide motivation thru individual attention
Be consistent and objective
Be honest with children
Respect the child and his privacy
Be a good listener
Be an effective volunteer
Share ideas with the teacher
Be thoroughly prepared
Get the most out of your involvement
Maintain a sense of humor
Calm is best
Your attitude is important
Keep your commitment

Basic Qualifications for Volunteers

They should:

1. Like children and relate well to them.
2. Be able to work under the direction of school professionals.
3. Be interested in education and the community.
4. Feel a commitment to the goals of the parent volunteer program.
5. Want to help.
6. Be dependable and in good health.
7. Be willing to attend occasional inservice training sessions.

APPENDIX B

APPENDIX B

Volunteer Viewpoint

If you want my loyalty, interests and bests efforts, remember that...

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.
2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.
3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.
4. I need to feel what I'm doing has real purpose or contributes to human welfare - that its value extends even beyond my personal gain, or hours.
5. I need to share in making the rules by which, together, we shall live and work toward our goals.
6. I need to know in some clear detail just what is expected of me - not only my detailed task but where I have opportunity to make personal and final decisions.
7. I need to have some responsibilities that challenge, that are within range of my abilities and interest; and that contribute toward reaching my assigned goal, and that cover all goals.
8. I need to see that progress is being made toward the goals we have set.
9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual).
10. I need to have confidence in my superiors--confidence based upon assurance of consistant fair treatment, or recognition when it is due, and trust that loyalty will bring increased security.[5]

Volunteers would be reluctant to express this viewpoint directly to the teacher, at least until a working relationship has been established. For this reason the teacher should be sensitive to these needs and should encourage volunteers to express their feelings openly.

Major Concerns of Teachers and Volunteers

There seems to be many concerns from teachers, as well as, potential volunteers concerning their involvement and responsibilities in a volunteer program. The following are common statements usually heard concerning the use of volunteers:

From Teachers

1. Why do I need additional responsibility in my room?
2. They get in my way.
3. These people aren't responsible or dependable.
4. I must teach them everything.
5. They disturb me.
6. What can they do?
7. I don't have time to teach my children.
8. They come at the wrong time.
9. They talk about my school and classroom procedure.
10. They aren't professional.
11. I need them for housekeeping duties.
12. I don't have time to train them.

From Volunteers

1. I am afraid to go in there.
2. I want the teacher to tell me what to do.
3. Why should I go out there... I don't get paid.
4. Teachers don't want me out there.
5. What can I do?
6. I work four/five days per week.
7. Can I help in my child's room?
8. Me! In a school!
9. I haven't been in a classroom for ten years or more.

Teachers May Fear That Parents Will:

Recognize problem children at school and may add to their problem by making the community aware of school behavior.
Compare professional and personal qualities of staff members.
Take up too much of their time.
Create confusion in the instructional program. Be critical of teachers.
Increase already overwhelming responsibilities.
Share confidential information acquired at school.
Try to take over teaching responsibilities.
Fail to keep their commitments, creating scheduling difficulties.
Not follow a teacher's instructions or the school's regulations.
Not know how to work productively with children.
Use non-standard English or demonstrate other characteristics which the teacher does not want to introduce into a learning situation.

Other Possible Teacher Fears:

They will not be able to establish a working relationship with the parents.
They will not be able to teach with other adults in the classroom.
They will not be able to get along with all the parents.
The use of parents in instructional activities may lower the school's or the teacher's educational standards.
The use of parent volunteers may mean that the school system will hire fewer certified teachers than are really needed.

Parents Fears

May fear the teacher because they recall their own unhappy experience in school.
May feel that the teacher does not appreciate the difficulties of parenthood and blames parents for the child's failure in school.
May feel that the teacher doesn't know how to handle their child.
May feel that the school does not spend enough time teaching the "Three R's".
May feel that the schools do not operate efficiently and that the taxpayers' money is wasted on frills.
May feel that the schools encourage a lack of discipline.
May feel that they may not be able to do anything worth-while to help the children.
May feel that it is the job of the school to educate the children and to provide for their well being during the school hours.
May not approve of changes in the present school system and fear that parents in the classroom will disrupt the instructional program. They feel that their place is in the home just as the teacher's is in the classroom.
May have younger children who are not in school; may lack transportation; may be too busy in the home; may be employed during school hours.

APPENDIX C

DO'S AND DON'TS FOR COORDINATORS OR TEACHERS IN VOLUNTEER PROGRAM

The following list of Do's and Don'ts was prepared by the Lane County Juvenile Department, Eugene, Oregon for volunteers. They can be considered as general guidelines, a quick reference or a spot check for a classroom volunteer.

DO'S	DON'TS
1. Invite volunteers in to serve as partners.	1. Regard volunteers as an appendage to your program perhaps only to be tolerated.
2. Give them tasks which compliment the service of paid professional employees.	2. Use volunteers as a substitute for paid employees.
3. Clearly define for employees and volunteers, the differences in their tasks and roles.	3. Leave role definition vague so that staff volunteers are anxious and uneasy about who has responsibility in which area.
4. Screen volunteers and accept only the ones who can contribute. At least check references and interview each candidate just as you would an employee.	4. Leave to chance whether a volunteer can be helpful. A volunteer who uses or takes advantage of children is dangerous to the welfare of the children involved and to the entire program.
5. Encourage your staff in examining your program to decide which tasks volunteers could perform.	5. Leave task identification entirely up to administrative personnel or volunteers themselves. Important services not being provided will be missed.
6. Demand a specific commitment of time and resources from volunteers. If possible invite a well functioning service group to come in to initiate the volunteer program under your supervision.	6. Be vague about what is expected in time and resources.
7. Provide an orientation program to acquaint volunteers with the department's functions, goals, and methods as well as nature of their task.	7. Put volunteers to work without knowing expectations, how to do the job, or how they fit into the total program.

8. Provide an on-going, regularly scheduled training program.	8. Allow volunteers to learn by trial and error only, function with a conflicting philosophy, or function in isolation from other volunteers and staff.
9. Provide supervision. This may be close initially with more independence allowed as competence is gained.	9. Allow volunteers to function entirely on their own. It is discouraging and they often know they are not helping.
10. Make assignments based upon diagnosed skills, knowledge, interests, capacity to learn, time available, and resources.	10. Over-use, under--use, or mis--use volunteers.
11. Give recognition. Volunteers appreciate realistic recognition as much as paid staff do.	11. Ignore the need for encouragement, expressions of appreciation. The need for it may be denied, but we really do appreciate their efforts.
12. Assign one employee responsibility for administering the volunteer program. This responsibility can be shared with volunteers as they become able.	12. Distribute responsibility for administration of volunteer services among several employees, especially at the outset. [6]

DO'S AND DON'TS FOR VOLUNTEERS

Do	wear comfortable clothes. Be prepared to sit on the floor. A smock is helpful. You'll be near chalk dust, paint, paste, etc.	*Don't*	wear sloppy or fussy clothes. High heels are out. So are extremely good clothes. Remember, you'll be working with children.
Do	call yourself and other adults by Miss, Mr., or Mrs. (name) at all times.	*Don't*	use first names when speaking to adults in front of children.
Do	call the Center as soon as possible if, for some reason, you can't come your scheduled days.	*Don't*	let the kids in the class down. Be dependable! They're expecting you.
Do	let the teacher handle the disciplining of any child.	*Don't*	scold a child yourself.
Do	tell the teacher about any problems you may notice.	*Don't*	threaten to punish a child in any way.
Do	keep your cool; you are setting an example for the children.	*Don't*	lose your temper. Never bring upsets from home into the classroom with you.

Do	be friendly. Listen and talk to the children and let them know you are interested in them. LEARN THEIR NAMES and use them frequently.	*Don't*	try to "win" children by being overly friendly, or be too strict with them. Don't make promises that you can't carry out.
Do	help a child learn by asking questions that make him think about what he is doing.	*Don't*	show him how easy it is by doing it for him. Help him find out for himself.
Do	encourage each child to do things on his own.	*Don't*	help him make a picture "pretty" by doing some of the work for him.
Do	remember that the teacher is in charge of the classroom and has overall responsibility for everything that takes place.	*Don't*	think you can make changes in the way the class operates.
Do	be ready to follow directions from the teacher willingly and readily.	*Don't*	accept an assignment that you won't like doing week after week. Discuss this with the teacher.
Do	ask questions. Remember, the teacher does not expect you to know everything.	*Don't*	be afraid to make a mistake. If you make an error, try to learn from it. If you really can't handle something, wait for the teacher.
Do	communicate with a child on his own level.	*Don't*	use babytalk. If a child does, respond in a nice way, with the correct word.

Do	allow children to leave the room to use the bathroom or the water fountain. If the teacher is there, go with them. Otherwise, allow them to take turns.	*Don't*	expect children to wait until recess or dismissal to use the bathroom.
Do	use proper terms when talking about using the bathroom.	*Don't*	be upset at the variety of terms the children use.
Do	know how to handle all emergencies. Be familiar with the fire alarm system and the phone numbers for fire and police departments and hospital emergency. Find out about facilities in the school immediately (e.g., first aid, janitor's room, cafeteria, principal's room).	*Don't*	leave the class alone except in emergencies. (Always try to find an adult to take over for you if you must leave). Don't leave any child alone in the room at dismissal or recess. DON'T PANIC. You will upset the children if you show your fear.
Do	join in with the children when you have no special assignment.	*Don't*	stand against the wall just waiting for the teacher to tell you what to do.
Do	originate your own activities.	*Don't*	socialize with other volunteers or members of the staff during class time.
Do	sit down with the children when meals are served. AND EAT. Set the proper example by tasting everything.	*Don't*	criticize the food in front of the children. Don't force; just encourage them to taste.

Do	be sympathetic if a child complains about his experiences with a doctor or dentist and explain these discomforts are necessary to keep him healthy.	*Don't*	reinforce his fears or pass your own fears on to him. Also be sure he does not frighten other children.
Do	offer encouragement to shy children. Praise for even small accomplishments works wonders.	*Don't*	call a child stupid or compare him to another child. Don't say he is bad or call him a brat.
Do	treat children fairly at all times.	*Don't*	show favoritism or express dislike for any child by offering or denying special praises, rewards or attention.
Do	remain neutral if you are a parent volunteer and your child is involved in an argument.	*Don't*	be afraid to volunteer in your child's class, just be sensitive to his feelings about sharing you with others.
Do	when you see a child is upset, say, "I see that you are hurt–tell me about it".	*Don't*	when a child is upset, say "Stop crying!" or "That's not important "you will forget all about it".
Do	keep those things you see and hear confidential. Just tell parents you enjoy working with their children.	*Don't*	talk about problems in front of the children. They will be uncomfortable.

Do	talk with your School Volunteer Coordinator about your work, be it good or bad.	*Don't*	be a drop-out because of a problem you never talked about or tried to settle.
Do	conduct yourselves in a dignified and sophisticated manner.	*Don't*	chew or pop gum in the classroom.
		Don't	eat cookies, cake, potato chips, etc. or drink sodas in the classroom for breakfast.
		Don't	congregate in a group in the classroom to laugh, talk, joke, etc. as you may be disturbing the teacher, aide and children.
		Don't	volunteer in the classroom for a particular day because your friend has signed up.

160 WAYS TO GET PARENTS INVOLVED IN SCHOOL ACTIVITIES

Here are some suggested activities for school, classroom, and home volunteering. They are just starter uppers'. As parents (volunteers) and teachers plan their program together, other ideas will be added to this list.

I. School Activities

A. P.T.A.

1. "Father and Son" and Mother and Daughter" Night to enhance parent involvement.

2. Workshops or small group sessions to instruct parents in the use of audio visual equipment.
3. Fund raising activities.
   a. bake sales
   b. backyard sales
   c. candy sales
   d. carnivals and family fun night
   e. disco
4. Talent shows
5. Fashion shows
6. Career night (parent participants)
7. Health programs (doctor, dentist, nurse, psychologist, etc.)
8. Plan a "covered dish" meeting for families.
9. Plan an "open house" when parents can meet teachers on an informal basis. A tour of the building, and classroom would be desirable.

10. Participation on P.T.A. advisory boards.
11. Develop a P.T.A. Newsletter.
12. Plan with the staff a workshop for parents that includes "typical day" at school. (Parents could attend classes instead of the children).
13. Plan to organize a "Parent Room" in each school.

B. Library

14. Assist librarian with stamping and coding books.

15. Assist with the displaying of books and other materials.
16. Assist students in finding books.
17. Serve as a receptionist.
18. Assist with the filing of library cards.
19. Read stories to children.
20. Make puppets and flannel board characters for stories.
21. Show children filmstrips.

C. Office

22. Answer the telephone.
23. Collate and staple materials.
24. Check attendance cards.
25. Use ditto and xerox machines.
26. Distribute lunch tickets.
27. Collect school monies.
28. Assist with filing.
29. Check emergency cards.
30. Distribute notices.
31. Welcome parents and other visitors.
32. Assist in reaching parents by telephone during an emergency.
33. Assist with the distribution of newsletters to parents.
34. Type notices.

D. Cafeteria

35. Serve as monitors.
36. Supply music (piano and recorded) during the lunch period.
37. Make suggestions for meal preparations to enchance eating a variety of foods.
38. Make bulletin boards or give suggestions for bulletin boards related to cafeteria manners, different foods and cafeteria atmosphere.
39. Assist young children with trays.
40. Monitor the clean-up and the taking back of trays and silverware.

E. Resource Rooms

A. Science

41. Collect materials for experiments and exhibits.
42. Give demonstrations.
43. Help clean-up after experiments.

44. Initiate nature walks in the parks and museum.
45. Initiate gardens in vacant areas near the school. (Assist children in tending the garden)
46. Set-up appointments to take students into plants on field trips. (Reynolds, A. H. Robin, DuPont, etc.)

B. Art

47. Invite artists to come in and give demonstrations on different phases of art.
48. Invite parents who have talents, in this area, to help the children.
49. Prepare materials for art activities (such as making-collages, puppets, paintings, knitting, crocheting, macrame).
50. Make puppets, costumes, scenery for plays.
51. Assist classes with jewelry making, wood working and photography.
52. Make puppet stages.
53. Collect junk materials from businesses and homes that make good art projects.

C. Music

54. Share music talents by playing the piano for assemblies or for classroom activities.
55. Share talents of playing different musical instruments (discuss the instruments with the children).
56. Share records of different kind of music.
57. Help children write songs or write music to songs.
58. Make musical instruments.
59. Lead musical activities such as rhythm bands.

D. Clinic

60. Observe children and assist the nurse when necessary and when children are receiving their physicals.
61. Obtain information from nurse and follow-up on defects.
62. Talk with children to calm them when necessary.
63. Sit with children in the clinic when they are not feeling well.
64. Encourage other parents to contact clinics for completed immunizations.

65. Decorate bulletin board with health materials.

F. Classroom (Inside)

66. Assist in distributing seatwork activities.
67. Work with individual children in number recognition, alphabet recognition or what ever skill is needed.
68. Help individual children in learning to tie and lace shoes, handle scissors, and use paste. Assist them when performing a cutting and pasting activity.
69. Assist with collecting and putting away materials for a specific activity.
70. Assist with painting activities.
71. Prepare art materials and office supplies as needed.
72. Label workbooks, individual activities and assist with the sharpening of pencils.
73. Assist teacher in taking the children to the restroom.
74. Assist teacher in taking the children to the library and on the playground.
75. Assist children with mixing paints and putting on smocks.
76. Assist in record keeping.
77. Assist with classroom bulletin board.
78. Assist with cooking projects.
79. Assist with setting up centers; especially the housekeeping center.
80. Check papers and booklets.
81. Assist with audio visual aids.

Classroom (Outside)

82. Teach gardening.
83. Participate in sports with children such as:
    a. baseball
    b. basketball
    c. volleyball
    d. football
    e. skipping rope
    f. ring games
    g. hide and seek, etc.

84. Accompany small groups of children on outings such as:
    a. camping
    b. hiking
    c. rock collecting
    d. nature walks
    e. hunting, etc.

G. Auditorium (Assembly)

85. Assist teacher in taking children to the auditorium.
86. Show films and filmstrips to children in the auditorium.
87. Assist teacher in the auditorium when practicing for a play or special event.
88. Play the piano for classes to move to and from the auditorium.
89. Supervise children while in the auditorium for an assembly.
90. Control lights and curtains for assemblies.
91. Give greetings to students at special assemblies.

H. Field Trips

92. Collect money for field trips.
93. Take children on walking trips.
94. Take children on bus trips and car trips.
95. Monitor the children on buses.
96. Monitor small groups of children during the field trip.
97. Be responsible for refreshments if refreshments are to be served.
98. Talk to children and prepare them for the trip.
99. Assist in planning trips and making contacts with persons who will arrange the field trip.

I. Tutoring

100. Set up afternoon tutoring sessions for children.
101. Locate and contact persons to tutor children.
102. Contact teachers to find about different subjects students need help with the most.
103. Volunteer in the classroom by tutoring individual children in different subjects:
    a. reading - tutor the child by listening to him/her read.
    b. math - make math games; use flash cards; pick up sticks; various materials for counting; making sets (use these games with students)
104. Make games to meet different children's needs.
105. Make reading materials.
106. Serve as interpreter for children who do not speak English.
107. Assist in writing letters to pen pals.
108. Listen to children sharing experiences.
109. Write dictated stories.

J. Telephoning

110. Telephone other parents for workshops, volunteering, meeting, field trips, various classroom activities.
111. Inform other parents of information on school activities.
112. Telephone resource people for workshops, classroom demonstration, etc.
113. Contact counselors for information on their child. (high level)
114. Contact community officials for information and concerns of other parents.

K. Decorating School Building

115. Provide flowers and plants in the cafeteria and lounge.
116. Assist in making bulletin boards and display cases.
117. Organize parent groups for a total school Improvement Program.
118. Make curtains and provide scatter rugs for lounge and clinic.
119. Assist children with making table mats for the cafeteria.
120. Provide table clothes for special occasions.

L. Serving As Resource People

121. Provide career awareness to children by sharing occupations (postman, nurse, factory worker, lawyer, etc.)
122. Share special talents with children (sewing, cooking, constructing materials, painting, music)
123. Assist in the planning and implementing of special plays or programs (Negro History Week, Dental Week, Fire Prevention).
124. Contact other resources in the community (Boy's Club, Big Brother-Big Sister Organization, Boy Scouts, etc.).
125. Work with children at community churches on school related activities.
126. Sponsor little league teams after school.
127. Recruit other people in the community to serve as resource persons (retired people, senior citizens, teenagers).

M. Participating In Meeting

128. Serve as resource people.
129. Group leader for workshops.
130. Show slides or sharing materials.
131. Make games.
132. Share information.

II. Home Activities

A. School Work

133. Correct papers.
134. Record scores.
135. Plan activities.
136. Make charts and other instructional materials.
137. Make educational games from household objects.
138. Prepare teacher-made tests and worksheets for duplicating.
139. Prepare materials for learning centers.
140. Keep school pets at home during vacation.
141. Raise funds for classroom activities.
142. Make a picture file.

B. Home Learning Activities

143. Collect materials for use with Home Learning Activities.
144. Type Home Learning Activities.
145. Collate and staple Home Learning Activities for distribution.
146. Develop Home Learning Activities.

C. Construction Activities

147. Build playground equipment.
148. Find materials for and make sand boxes, water tables, etc.
149. Construct cages for animals.
150. Make puppet stages.
151. Construct and repair toys.
152. Sew costumes and painting smocks.

III. Community Activities

A. Community Meetings

153. Attend City Council meetings to keep abreast of happenings between the council and School Board.
154. Attend School Board meetings to support or reject new school policies that affect children and parents.
155. Plan and attend Coffee Clatches designed to keep the lines of communication open between school and community.
156. Attend meetings and conferences related to Parenting and Parent Education.

B. Community Agencies

157. Solicit school support from community agencies such as RCAP, HUD, Welfare Department, Health Department, etc.

158. Solicit volunteers from agencies and the community at large to serve as Resource persons in the schools.

159. Work closely with the community colleges in assisting parents and school people with information and assistance relating to school and career goals.

160. Solicit community people to serve as volunteers on the Policy Advisory Committee in the schools.

FOR VOLUNTEERS

desirable teaching behaviors

1. Before starting an activity, explain what you are going to do.
2. Before starting an activity, give the learner time to familiarize himself with the material(s).
3. Ask questions which have more than one correct answer.
4. Ask questions which require multiple-word answers.
5. Encourage the learner to enlarge upon his or her answer.
6. Get the learner to ask questions.
7. Give the learner time to think about the problem; don't be too quick to help.
8. Get the learner to make judgments on the basis of evidence rather than by guessing.
9. Praise the learner when he or she does well or takes small steps in the right direction.
10. Let the learner know when his or her answer or work is wrong, but do so in a positive or neutral manner.

WORKING WITH PEOPLE

You will be working with many people as you help parents teach their children. Here are some guides.

YOUR FEELING ABOUT PEOPLE MAKES A DIFFERENCE IN THE WAY THEY ACT.

PEOPLE KNOW WHEN:

You care about them.

You understand and accept their reasons for doing things their way.

You believe that each person does the very best he can.

You believe you can learn from them.

You know how hard life can be.

PEOPLE CHANGE WHEN:

They want to please someone who cares for them.

They can see "what's in it for them and their children."

They can see some hope for the future.

IF YOU BELIEVE PEOPLE ARE IMPORTANT, YOU WILL:

Learn names and greet the parents by name.

Encourage them to become a classroom volunteer.

Help them become a part of the school.

Care more about what parents want to learn to help their children.

HOW YOU TEACH MAKES A DIFFERENCE IN HOW AND WHAT PEOPLE LEARN:

Tell parents how to do something, and show them how to do it.

Let them practice doing it.

Help them when they need it - when they get stuck or make mistakes.

Give them approval as they make progress.

Help them understand how the learning activity will help their child.

SUGGESTED VOLUNTEER SURVEY FORM

My child, _____; is in _____'s

classroom. I, _____, wish to volunteer _____ hours

per week, two weeks, or every _____.

I would like to work as a volunteer in the following areas:

_____ Assisting teachers in classrooms

_____ Reading short stories to small groups

_____ Tutoring students in reading - math

_____ Assisting librarian

_____ Assisting curriculum specialist

_____ Assisting counselor

_____ Assisting students in lunch room

_____ Assisting as office aide

_____ Assisting in yard duty

Other: _____

Suggestions: _____

_____

_____

Volunteer Information:

Name: _____

Address: _____

Phone Number: _____

SAMPLE

POTENTIAL VOLUNTEERS

Teacher _____ Grade _____

Parents

Name	Child	Hours	Day	Interest
Jane Doe	Sue Ann	8-4 pm	M+W	Will listen to children read. Tuesday - 9-11:30
John Doe		7am-6pm	M-S	No
Wm. Cary	Wm. Jr.	Self-employed 9am-5pm	M-S	No
Janet Cary		7:30am-3:30pm Teacher	M-F	
Ellen Smith (Grandmother)	James	9:30am-3:30pm 3:30pm	W	

SAMPLE

POTENTIAL VOLUNTEERS

Nonparents

Name	Telephone	Interest
Ed Coward	276-7202	Spent three years in Europe
Sally Evans	933-2175	Children's games

PARENT VOLUNTEER SURVEY

Parent's Name _____ Phone Number _____

Teacher's Name _____ Address _____

Child's Name_____ Working Parent (yes) / / (no) / /

(Yes) / / (No) / /

I want to help my child's school program by being a volunteer.

I can come on these days and times: _____

_____

I would like to help in:

/ / Reading	/ / Science	/ / Vision Screening
/ / Math	/ / Social Studies	/ / Height and Weight Measurement
/ / Handwriting	/ / Arts and Crafts	/ / Luncheon Supervision (breakfast or lunch)

I would be most comfortable:

/ / Making games, charts, posters	/ / Listening to children read
/ / Checking papers, running off material(s), typing and other clerical jobs	/ / Reading stories to children

/ / Write here anything else you would like to do: _____

_____

_____

/ / Tutoring individual students

From home I could volunteer to do the following:

/ / Send food for a class party	/ / Collect items for class project (baby food jars, box top labels, etc.

/ / Construct games for children's use in the classroom

/ / Write here anything else you would like to do: _____

_____

_____

/ / Yes / / No

I have a hobby, skill, talent, or job I think the children would like to hear about. I could help by:

/ / Baking a simple recipe with a small group of children

/ / Accompanying a class on a field trip

/ / Helping a small group sew, or embroder, make a pillow, etc.

/ / Singing a song or playing an instrument

/ / Putting on or helping with a a class puppet show

/ / Talking about my job

/ / Write here anything else you would like to do: _____

_____

_____

/ / Yes / / No

I have traveled to or am from a foreign country or other exciting place and would like to share my experience with the class.

_____

_____

_____

_____

/ / Yes / / No

I would like some training in the following areas:

(Be Specific) _____

_____

_____

_____

_____

SAMPLE VOLUNTEER SURVEY

front of 5 x 7 card

Dear Parents,

Our boys and girls are our most important resources. We share a common purpose - educating children. Many children need individualized attention and you have had varied experiences which can help our children grow. You can help. We need volunteers to help the teacher in ways which will allow her to provide more personal assistance to our children.

If you would like to help us in one or more of the following areas, please check and return this card to me

____cooking ____outdoor games ____art activities

____sewing ____woodcraft ____music activities

back of 5 x 7 card

Name _____

Occupation _____

Hobbies _____

Places you have visited and could share with us

_____

Days and times you are available to help

_____

Do you know someone who might be interested in volunteering? If so please give their names

_____

Thank you,

Mrs. Thompson's 1st grade class

EVALUATION CHECKLIST

FOR

PARENT VOLUNTEERS

A questionnaire or checklist filled out by teachers and volunteers, anonymously, can be an excellent indicator of how the program is progressing. The following questions can serve as a guide to developing a questionnaire with additional questions included that relate to the specific program being evaluated.

Questions

	Yes	No
1. Are you as a teacher/volunteer happy with what you're doing in the classroom?		
2. Do you feel the students are benefiting from the volunteer program?		
3. Are the goals and objectives established in the planning being met?		
4. Are volunteers receiving necessary training to be effective in the program?		
5. Is there a placement system that allows for change of assignment should a problem arise?		
6. Do you as a teacher/volunteer, feel there is an adequate exchange of ideas and input from each partner?		
7. Do you feel the program has led to greater community support?		
8. Has interaction between the teacher and the volunteer been mutually rewarding?		
9. Has the program given the teacher more time to devote to professional activities?		
10. Do you want to be involved in the program again?		
11. Do you feel that you have received adequate recognition for your effort?		
12. Do you feel the program should be continued? Expanded?		
13. Do you have any specific suggestions for the improvement of the program?		

SAMPLE

Name _____ Date _____ Time _____
Volunteer

1.
Name of Children:
(written by Teacher or P.E.)

	CHECK ONE			
	Very Much	Some	Very Little	None
I enjoyed this activity				
The children enjoyed this activity				

2. The teacher should observe the volunteer periodically and make sure the volunteer is maintaining the interest of the children.

3. The teacher should CHAT briefly with each volunteer as often as possible to keep lines of communication open and to be able to know the needs or concerns of the volunteers.

4. When possible, all volunteers in the classroom should meet with the teacher and the parent educator in order to discuss common concerns and to learn from each other.

The following characteristics should be assessed when evaluating the effectiveness of the volunteer program:

1. Is there a system for screening volunteers before they are requested to work with children?

2. Is training comprehensive so as to be as informative as possible for both volunteers and professionals? Does training include inservice as well as preservice?

3. Are the roles of the volunteers adapted to their interests and abilities?

4. Has time been provided for the volunteer to plan with the teacher periodically?

5. Have general goals and objectives been developed for the program?

6. Are provisions for assessing the program in writing?

FOLLOW THROUGH PROGRAM–RICHMOND PUBLIC SCHOOLS
MONTHLY RECORD OF VOLUNTEER SERVICE FOR_____

DATE	NATURE OF SERVICE	CODE	SOURCE OF SERVICE	NO. HRS.	SIGNATURE OF VOLUNTEER

60

NATURE OF SERVICE: Please stipulate the service provided. Instruction, field trips, social work, health care, arts and crafts, prepared supplies and demonstrations are some examples.

CODE: Enter code from Taxonomy of Classroom Activity (printed on back of this page).

SOURCE OF SERVICE: Please stipulate whether service was from a parent, community volunteer, professional, non-professional, etc.

SCHOOL_____ TEACHER SIGNATURE_____

JSH 780

CODE:

01 – OBSERVATION

10 – HOUSEKEEPING

Dusts, cleans/ Helps children with clothing/ Arranges furniture/ Keeps order/ Posts bulletin board/ Monitoring responsibility (bus, lunch, lavatory, recess, etc.)

20 – CLERICAL

Collects monies/ Collects papers/ Takes attendance/ Duplicates materials/ distributes materials/etc.

30 –MATERIALS

Locates materials/ Makes materials, displays/Sets up materials, displays/ etc.

40 – INSTRUCTION

41 – TEACHING

Tutors individual/ Organizes play activity/ Selects materials/ Teaches small group/ Teaches total group/ Disciplines/ Organizes group for activity/Makes judgments

42 – PLANNING

Plans, organizes meetings/ Plans bulletin board/ Plans lesson

50 – EVALUATION

Grades papers/ Makes anecdotal records/ Uses Systematic Observation Schedule/ Organizes case study/ Evaluates materials/ Makes test/ Interprets test results

60 – VOLUNTEER WORK AT HOME

Assists in contacting other parents to work in classroom/ Plans, organizes activity for class/ Makes learning aids or materials for use in the classroom/etc.

FOOTNOTES

1. Barbara Carter and Gloria Dapper, School Volunteers: What They Do, How They Do It, (New York: Citation Press, 1972) p. 15.

2. Ibid, p. 16.

3. Ibid

4. Ibid

5. Harriet H. Naylor, Volunteers Today: Finding, Training, and Working Was Then, (New York: Association Press, 1967), pp. 64-65.

6. Decker, Volunteer Coordinator Guide, pp. 41-42.